

تقنيات تدريس القراءة الاستيعابية لمدرسي اللغة الأجنبية بجامعة الزاوية

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الملخص:

تحرى هذا البحث تقنيات التدريس المستخدمة من قبل المدرسين الليبيين للغة الإنجليزية كلغة أجنبية في جامعة الزاوية أثناء تدريس القراءة الاستيعابية . استخدم البحث الحالي الطريقة الإحصائية لجمع البيانات. وأيضاً زود بأسئلة مقياس ليكرت للاستبيان الذي تم تحليله مأخوذاً من ثلاثين محاضراً. كشفت النتائج عمليات أساسية كانت تستخدم بواسطة المعلمين خلال دروس القراءة الاستيعابية. وهناك دلالة واضحة على أن طرق المعلمين لقراءة النصوص كانت مختلفة. تم تقسيم استراتيجيات المعلمين بشكل أساسي إلى ثلاث فئات ما قبل القراءة، أثناء القراءة، وبعد القراءة

EFL Teachers' Techniques of Teaching Reading Comprehension at Azawiya University

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Abstract:

This paper examines the teaching techniques used by Libyan EFL teachers in Azawiya University during teaching reading comprehension. The current project uses a quantitative method for data collection. It also provides a Likert scale questions with an analyzed survey taken from 30 lecturers. The results revealed fundamental processes used by teachers through teaching reading comprehension. There is obvious indication that the teachers'

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approaches to the reading texts were different. Mainly the teachers' strategies were divided into three classes; pre- reading, while-reading, and post-reading.

1- Introduction:

Reading is an important skill in foreign language teaching and learning. It makes available substantial linguistic input for foreign language students; furthermore, it assistances for further development in writing, listening, and speaking. As reading is a significant skill in language learning and teaching it has been studied from diverse perspectives and reading comprehension gained importance. According to (Grabe & Stoller, 2005) the unanimity among reading educators is that reading is a complex communicating process that includes features of readers and texts. Researchers have continuously tried to discover ways to overcome the problems readers have while reading, since there have been several variables in reading comprehension. When reading, the reader interprets, envisages, conceptualizes, deduces, foresees, rereads, rewordings, categorizes information and clarifies words by looking them up in a dictionary (Santrock, 2008). Paris et al., (1996) also added that when reading, the active reader uses definite strategies that include goal setting, planning for the organization, monitoring, self-assessing, and regulating. Therefore, for effective reading comprehension, a student needs to know about strategies, when, how and where to use them.

The teachers of English are at a serious disadvantage since most students of English specializing as a prestige. Additional difficulty is that such students have dearth of motivation to learn English. Added to the above mentioned that diverse approaches control teaching foreign language including reading comprehension. Furthermore, university reading comprehension teachers face difficulty from lack of sufficient time. They besides suffer from too many techniques for teaching reading comprehension, but there is no best technique for teaching it. Tomlison, (2008:29) pointed out that 'no second language acquisition research can provide a definite answer to the real problems of second language teaching'. (ibid) Libyan university

teachers of reading comprehension are not free to choose the materials they use in teaching. Additionally, teaching can be direct when it conveys information to the students or it can be indirect where it helps students to discover things for themselves Tomlison, (2008) On the other hand, university teachers are under the pressure of poor techniques of teaching for weak students who insist on having each word translated into Arabic. Students' lack of motivation is extra pressure put on teachers.

Literature Review

For classifying the strategies that could be applied for the EFL learners, Grabe (2010) studied and modified a few earlier studies by Trabasso and Bouchard (2002). Subsequently, he identified eight diverse strategies that supported the reading comprehension, such as summarizing, monitoring comprehension, forming questions, activating prior knowledge, answering questions and elaborative interrogation, using visual graphics and other graphic organizers, applying the text structure awareness and inference (Grabe: 2010: 76). Several EFL language researchers studied the application of the reading strategies by the English language teachers to determine the common strategies which were used by the teachers to improve the students' comprehension skills.

The attitude of the EFL Qatari teachers towards the reading comprehension strategy-based instructions in their EFL classrooms was studied by Alsamadani (2012). These investigators distributed an attitude- related questionnaire to 59 Qatari teachers, questioned them about the common reading strategies. Classroom observations also were made by them. The results of the Qatar teachers revealed a positive attitude towards 8 strategies, such as: scanning and skimming the material, paraphrasing, activating the students previous knowledge, questioning, and determining the real meaning of the unknown words.

Nevertheless, EFL teachers were not aware of several strategies like recognizing the main idea, summarization, setting a specific purpose for reading, thinking aloud and evaluating the material. A study was conducted by Hernandez (2009) where researchers investigated many reading strategies used by EFL teachers to improve the comprehension amongst the students. After

analyzing the data that was collected during the survey of the reading strategies, the researchers noted that the teachers did not use thinking aloud technique and text structure. Moreover, they did not use any strategies for setting a reading purpose or questioning.

It has been observed by (Reyna-Barron, 2016) that the teachers required adequate knowledge for the instruction of the comprehension strategies. The teachers revealed no consciousness about these strategies; the researchers could develop effective comprehension strategies such as: text preview, determining the real meaning of the unknown words, setting clear reading-based goals, forecast, and activating the former knowledge of the students. Some teachers talked about summarizing when asked about the research-based strategies for improving comprehension (ibid, 2016). Kadah (2005) determined how the Arabic Language teachers taught some reading strategies to their students.

On the other hand, some researchers distributed a questionnaire which contained of 21 strategies amongst the 103K-12 AFL reading teachers in the USA. The results revealed that most of these teachers used 5 common strategies, such as: repetition, summarizing, role play, use of background knowledge, plan and cooperating. Nevertheless, the minimum commonly used strategies were: taking notes, application of graphic organizers, access to the information sources, evaluation and organizing (Kadah, 2005).

Some researchers revised the studies that focused on the strategies used by the teachers of reading comprehension. Janatun (2013) for example investigated the many strategies applied by the teachers in teaching the listening comprehension-related skills. These strategies were categorized into 3 kinds, i.e., top-down, bottom-up and metacognitive. The results revealed that the students stated that they could understand all the sounds of English words and patterns. Alsamadani (2012) investigated the strategies used by the teachers while teaching different reading and speaking-based comprehension skills. Researchers concluded that these teachers used 3 types of strategies while teaching different reading skills, i.e., pre-reading, while reading and post-reading stage. Pre-reading stag, in this stage the teachers asked some warming questions for testing and enriching the students' vocabulary. This stage allowed

the students to participate and discuss the topic of the text. The results of this study also revealed that some strategies were used by the teachers while teaching the students to read and comprehend.

Methodology and Research Design

The research methodology uses a quantitative method to get the wider picture. For the survey, a structured self-completion questionnaire was conducted. It is focused on techniques used by Libyan teachers in teaching reading comprehension. A five-point Likert scale includes (always/often/sometimes/rarely/never) was used to examine the techniques used by the university teachers in English Department to teach reading comprehension.

Sample

The study included 30 EFL teachers who are teaching reading comprehension for different semesters at the department of English in Zawiyah University.

Data Collection

The study is quantitative research design. The selection of a descriptive statistical design for this study was made based on the feedback which was taken from previous studies which handled the same area and applied the same design. These studies found this design appropriate for collecting data that can be statistically analyzed and described. Cresswell (2017) points out that descriptive studies are useful for investigating a diversity of educational problems, and concerned with assessing opinions, preferences, attitude, demographics, readiness, practices, and procedures. A survey questionnaire was used for collecting data in this study. Distributing questionnaires by email is possible due to the availability of internet access for the most of the teachers.

Data analysis

Data revealed that the most common strategies used by the teachers was permit students to ask questions as they regard that this technique is the most actual way to improve students reading strategy. This technique was followed by 'Encourage competition among students' where the teachers evoke students' competition making the learning process more attractive. One of the

best strategies to teach reading comprehension is reading the whole paragraph from the textbook; this indicates that teachers have a tendency to let the students understand the whole text to ease the understanding of the text for the students. Furthermore, data revealed that some teachers agreed on the strategy of 'answering the students' question' as an actual teaching of reading comprehension. Also, teachers tend to seek accuracy, fluency and choose mistakes to correct was an always strategy used by them in teaching reading comprehension. The majority of the teachers ask students to read silently, encourage them to use definite words of the sentences to use it to make sentences which leads to a better understanding of these words. Though, the teachers have answered the second classification of the strategies as a moderate use which means that teachers sometimes use these strategies. The strategies of reading sentences separately, dividing students into groups and encourage cooperation among students, encourage students to ask each other to read the text then discuss it with the teacher which represent the new method of teaching communicative approach. Make students read the text aloud is also was found to be a moderate strategy to be applied by teachers. Another strategy for teaching reading comprehension is by role-play, where the teachers encourage students to act what they read and imitate what they read from the text and this by turn leads to more understanding of the text. In contrast, some strategies of the least used by teachers were translating each word of the text, translate phrases, translate all sentences, and correct all mistakes. These strategies were seen to be less active strategy in teaching reading comprehension. The second part of the questionnaire highlighted the importance of teaching reading comprehension. The majority of the teachers agreed that teaching reading comprehension is essential in developing students' efficiency in English language learning. Moreover, some teachers believe that teaching reading comprehension in English language leads to improve it in the Arabic language. In responding to the last item in the questionnaire, half of the teachers believe that learning the English language helps to improve the Arabic language as these both languages have different systems.

Discussion

Teachers use several cognitive and metacognitive strategies for teaching reading comprehension. It was noted that a widespread agreement amongst the scholars that the students must be taught different cognitive and metacognitive strategies, irrespective of the program that is used (Block & Pressley, 2002). These instructions must comprise modeling, guided practice and an independent application of the strategies, which assisted the students develop capability to select and use all related strategies independently, and then, supervise and adjust their usage. Therefore, the students become more conscious of the importance of using these strategies while understanding the reading process. Harvey & Goudvis; (2007).pointed out that the choice of the strategies is based on the kind of text that is being read. Based on the nature of these texts, the different strategies such as activating the background knowledge, self-questioning, Summarizing, rereading, vocabulary-related strategies, identifying the main ideas, and drawing conclusions, could assist the students understand all texts.

According to the suggestions made by Edmundson (2006) that all teachers must ask their students to summarize the texts. This technique would help the students to improve their writing skills through other follow-up activities.

Therefore, another actual strategy for conveying the reading skills to texts and integrating the reading skills in other language-related skills was a follow-up activity (Harvey & Goudvis, 2007).). Similar results could be concluded from the questionnaire data. Also, it was seen that the teachers often ask their students to do assignment that comprised activities such as completing all sentences and translating a text, matching the words with their definitions. Therefore, the post-reading activities are of diverse sorts and are seen to be very effective, creative, positive, and fun-based.

Commonly, all the participants in the current study used diverse revising techniques where they asked their students to present conclusions related to whatever they have studied. Teachers reread the basic structure of every text which was discussed previously and used this technique for assessing the students' understanding. It was stated by Erwati (2013) that based on this

reviewing activity, the teacher could define how the students understood and put all information together. Responses showed that the teachers used reading aloud technique during teaching, which improved the interaction between the teachers and their students, and the students, could understand the text in a better manner.

Therefore, this activity played a dynamic role in developing reading skill of the students.

Moreover, the respondents used the narration methodology, where they asked the students to narrate a story based on the text. Narrating was seen to be a significant activity that could be used during the reading stage. Furthermore, other results revealed that the teachers also asked the students different comprehension questions and later explained all the answers in the class for ensuring that the students understood the text suitably. This was similar to (Downing & Anderson, 2006) statement, mitigating the comprehension was a technique where the teachers asked their students to read a specific passage and then they asked them some understanding questions. The participants' responses indicated that the teachers used a strategy of asking a few explicit questions (Jennings et al; 2013). Through such questions the students have to find information available in a text, and later derive their answers from this information.

Conclusion

This study was designed to investigate the techniques of teaching reading comprehension among Libyan EFL teachers in Azawiya University. In teaching reading, teacher's technique is considered as one of the essential factors since they can stimulate students' understanding in reading. The study used a completely quantitative research design to collect data through a survey questionnaire from 30 lecturers. The findings revealed that teachers used different strategies which are divided into three classes; pre-reading, while-reading, and post-reading Strategies like question-answering techniques, reading aloud reviewing technique, previewing and vocabulary technique, follow up technique and vocabulary instruction technique. Finally, the current study was limited to teachers' techniques in teaching reading comprehension

for undergraduate students. Further research can be conducted on secondary schools. Also, this investigation can be conducted on students' strategies in learning reading comprehension.

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